

FOREST ACRES ELEMENTARY

401 McAlister Road
Easley, South Carolina 29642

GRADES K-5 Elementary School

ENROLLMENT 646 Students

PRINCIPAL Betty Randolph 864-855-7865

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
20	8	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

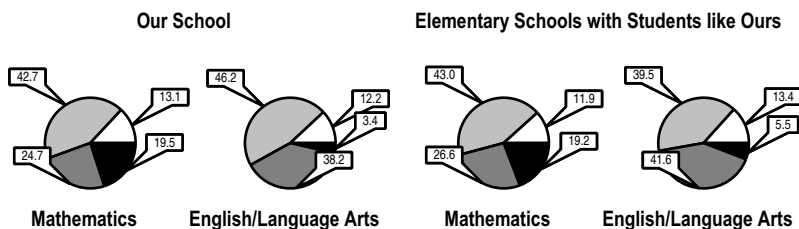
FOR MORE INFORMATION, VISIT WEBSITES AT:




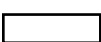
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Below Average	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	40	124	45
Percent satisfied with learning environment	100.0%	98.4%	88.9%
Percent satisfied with social and physical environment	97.5%	98.4%	63.6%
Percent satisfied with home-school relations	100.0%	100.0%	93.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	352	99.7	12.2	46.2	38.2	3.4	41.6	17.6
Gender								
Male	182	100.0	16.1	47.6	35.1	1.2	36.3	17.6
Female	170	99.4	8.2	44.7	41.5	5.7	47.2	17.6
Racial/Ethnic Group								
White	316	99.7	9.8	47.0	40.2	3.0	43.2	17.6
African-American	28	100.0	32.0	44.0	16.0	8.0	24.0	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	299	99.7	8.3	43.5	44.2	4.0	48.2	17.6
Disabled	53	100.0	33.3	60.8	5.9	N/A	5.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	352	99.7	12.2	46.2	38.2	3.4	41.6	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	350	99.7	12.2	46.2	38.2	3.4	41.6	17.6
Socio-Economic Status								
Subsidized meals	77	100.0	30.2	52.4	15.9	1.6	17.5	17.6
Full-pay meals	275	99.6	8.0	44.7	43.6	3.8	47.3	17.6

Mathematics								
All students	352	100.0	13.1	42.7	24.7	19.5	44.2	15.5
Gender								
Male	182	100.0	17.9	39.3	25.6	17.3	42.9	15.5
Female	170	100.0	8.2	46.5	23.9	21.4	45.3	15.5
Racial/Ethnic Group								
White	316	100.0	10.8	42.6	26.0	20.6	46.6	15.5
African-American	28	100.0	40.0	40.0	16.0	4.0	20.0	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	299	100.0	7.9	41.5	28.2	22.4	50.5	15.5
Disabled	53	100.0	41.2	49.0	5.9	3.9	9.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	352	100.0	13.1	42.8	24.8	19.3	44.0	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	350	100.0	13.1	42.8	24.8	19.3	44.0	15.5
Socio-Economic Status								
Subsidized meals	77	100.0	28.6	50.8	12.7	7.9	20.6	15.5
Full-pay meals	275	100.0	9.5	40.9	27.7	22.0	49.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	104	N/A	3.8	33.7	58.7	3.8	62.5
	Grade 4	122	N/A	14.8	49.2	32.0	4.1	36.1
	Grade 5	109	N/A	7.3	57.8	32.1	2.8	34.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	97	100.0	6.6	30.8	57.1	5.5	62.6
	Grade 4	114	99.1	14.3	41.0	42.9	1.9	44.8
	Grade 5	141	100.0	14.5	61.1	21.4	3.1	24.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	104	N/A	9.6	37.5	26.0	26.9	52.9
	Grade 4	122	N/A	18.9	44.3	23.0	13.9	36.9
	Grade 5	109	N/A	22.0	41.3	23.9	12.8	36.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	97	100.0	11.0	35.2	28.6	25.3	53.8
	Grade 4	114	100.0	13.2	40.6	25.5	20.8	46.2
	Grade 5	141	100.0	14.5	49.6	21.4	14.5	35.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 646)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.2%	Up from 0.9%	1.8%	2.4%
Attendance rate	96.9%	Down from 97.5%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	22.0%	Down from 24.8%	29.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.4%	Down from 9.9%	6.1%	8.0%
Older than usual for grade	0.3%	Down from 0.8%	0.4%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	51.3%	Up from 47.7%	55.6%	50.0%
Continuing contract teachers	100.0%	Up from 93.2%	84.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.2%	Down from 92.6%	88.3%	86.2%
Teacher attendance rate	95.4%	Up from 93.2%	95.7%	95.3%
Average teacher salary	\$40,614	Up 3.4%	\$41,327	\$39,909
Prof. development days/teacher	11.0 days	Up from 7.4 days	10.9 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	5.5	4.0
Student-teacher ratio	21.2 to 1	Up from 19.6 to 1	20.4 to 1	18.9 to 1
Prime instructional time	91.2%	Up from 90.0%	91.2%	89.7%
Dollars spent per pupil*	\$5,344	Up 1.7%	\$5,835	\$5,892
Percent spent on teacher salaries*	67.1%	Up from 64.2%	67.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Forest Acres is a high achieving, student centered elementary school built on skilled and caring teachers, a committed administration, and a community of active and supportive parents. High student achievement at Forest Acres Elementary is traditional. Recent academic growth was accomplished through the implementation of a school wide math focus, an increase in "Accelerated Reader" and reading incentive programs, classroom use of the "Sunshine Math" program for encouraging advanced math skills, staff development, and the distribution and classroom use of PACT practice materials.

School-wide and school/community communications are a continuing focus. Our school web site, weekly teacher newsletters, and a monthly school newsletter (including an end-of-year issue which contains supply lists and plans for the next school year) are communication elements in our school plan.

Safety and Maintenance concerns are a high priority. Forest Acres has a full-time registered nurse (RN) to address student health and accident concerns. We have trained all students in safety issues and increased our visitor screening procedures. Security Plans were reviewed and tightened this past year as a result of international events.

Forest Acres Elementary School provides Extended Day Activities through an After School Care program, a Homework Center, and after-school tutoring. We have a weeklong "Artist Acres" program of visiting artists, which exposes all of our students to the arts. The Student Council sponsors a Food Drive and an Angel Tree Project as service to the community. The PTA funded "Artist Acres" and raised the funds for new computers.

Math is a special focus. The staff at Forest Acres hosted two math nights, "Math Scavenger Hunt" and "Math Night with Geometry," which were well attended by students and parents alike. Our halls were strewn with math problems as math was celebrated everywhere. Each class took a field trip to a local business and wrote about how math was used. We published a school-wide book to share our adventures.

We underwent school building expansion over the summer. It is nearing completion. We look forward to additional classrooms, a science lab, a new computer lab, and an expanded cafeteria and kitchen.

At Forest Acres Elementary School, we "Celebrate" learning.

Betty Randolph

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.